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ABSTRACT

A three-day workshop was presented by the Maryland Cooperative Extension Service (MCES) of the University of Maryland, Eastern Shore, to help MCES faculty work more effectively with lay community leaders and to help lay leaders improve their leadership skills. The workshops focused especially on contacting "hard to reach" audiences in MCES programs involving public and private services and facilities in education, recreation, housing, employment, and sanitation. Chapter 1 of this report introduces the workshops and lists their three objectives: to improve participants' understanding of techniques of working with lay leaders, to develop strategies for working with lay leaders, and to identify followup activities for the leadership workshop. Chapter 2 presents several models of community program participation and social processes and discusses the leadership styles of community development professionals. In chapter 3 the author covers the results of workshop sessions for developing community leaders and for improving their skills in leadership identification and group motivation and dynamics. Chapter 4 briefly summarizes the workshop evaluations and describes the annual plan and followup activities developed at the workshop. Five appendices provide the workshop program, evaluation results for various sessions, and a list of the reference materials distributed. (RW)

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COOPERATIVE EXTENSION SERVICE
UNIVERSITY OF MARYLAND-COLLEGE PARK
UNIVERSITY OF MARYLAND-EASTERN SHORE

Workshop Report

Developing Community Leadership: Lay Citizens

Bulletin 271

1890 Extension Programs Community Resource Development

ED215394

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Maryland Cooperative Extension Service
University of Maryland, Eastern Shore - College Park
1890 Extension Programs

Pictured upper left: Dr. John M. Curtis, director, Maryland Cooperative Extension Service, University of Maryland, College Park - Eastern Shore. Upper right: Dr. William P. Hytche, chancellor, University of Maryland, Eastern Shore. Lower left: Dr. Claud C. Marion, administrator, 1890 Extension Programs.

PREFACE

This report describes some of the principles, techniques and models discussed in a workshop at the University of Maryland, Eastern Shore, which dealt with techniques of working more effectively with lay leaders, especially the 1890 Extension Programs' audience, e.g., the hard-to-reach, the unreached, and limited resource persons, in an effort to help them improve their leadership skills. This report should prove useful to those who are interested in working with similar audiences.

The planning committee developed and conducted the workshop as approved by the Maryland Cooperative Extension Service (MCES). The participants included Extension faculty and lay leaders interested or involved in programs dealing with 1890 Extension Programs' audiences related to public and/or private facilities and services such as education, recreation, housing, employment and sanitation.

A questionnaire was sent to all MCES faculty members to ascertain their interest in such a workshop. Those who wished to participate in the workshop expressed the need to improve their understanding of principles, techniques and models that could be useful in working with 1890 Extension Programs' audiences. They also expressed an interest in learning more about leadership identification, group motivation and group dynamics.

The author takes this opportunity to say thank you to his colleagues on the planning committee for their contributions and support in developing and conducting the workshop. And thanks also to Mrs. Allena M. Bagwell, UMES, for her interminable patience in typing the many revisions and to Andrea Lamb, UMCP, for typing the final manuscript.

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Workshop Report

Developing Community Leadership: Lay Citizens

Chapter I

INTRODUCTION

In our world today, citizens are often challenged to use their human, natural and institutional resources more effectively than may have been necessary in the past. To make the best use of these resources, it is necessary to establish goals and set priorities relating to community facilities and services, economic development, natural resource management, human resource development and institutional organization and development.

Citizens who are affected by community decisions are citizens who would like to be involved in the decisionmaking process. There should be meaningful ways for citizens to participate.

Community decisions are influenced by external forces. State and federal governments, through legislation, often establish the options available, provide financial incentives and technical assistance, and set living standards for communities. These external forces can be seen in education, recreation, transportation, welfare, housing and other important areas of community life. There is a trend among multi-county organizations and area programs to attempt to cope with problems that go beyond the boundaries of smaller units. In addition to external governmental forces, decisions made in the private sector may have significant impact on communities.

Community leaders need to acquire additional knowledge and skills related to leadership development in order to participate effectively in decisionmaking. In some communities, it is apparent that the 1890 Extension Programs' audience is denied participation because of the governmental structure, their lack of knowledge or unwillingness to participate.

Cooperative Extension Service is expanding its efforts to encourage participation on the part of the 1890 Extension Programs' audience in community development and to provide leadership in its various communities.

Objectives of Workshop

1. Our first objective was to improve our understanding of the principles, techniques and models that are useful in working with lay citizens to improve their leadership skills. We tried to attain this objective through the activities and information gleaned from general session No.1 and the three seminar sessions. (See Appendix "A", Workshop Program Activities.) The seminars held were:

   a) Lay leadership identification
   b) Group motivation
   c) Group dynamics

2. Next, we worked on developing or improving our strategy in working with community lay leaders to help them improve the quality of life in their community; i.e., housing, recreation, education, employment, sanitation, and other private or public facilities and services. We attempted to accomplish this objective through the activities of our laboratory sessions by applying the principles of the Formal-Informal Integration Model (discussed in general session No.1 and the seminar sessions) to participants' experiences with ongoing Extension community projects as they relate to lay citizens' leadership development.

3. We then identified follow-up leadership workshop activities. We tried to accomplish this objective through the activities of the second and third general sessions.

Chapter II

CONFERENCE ANALOGICAL MODEL

Howard Tankersley, workshop consultant, used the Formal-Informal Integration Model (Figure 1) to develop community programs involving lay citizens in the community decisionmaking process. The model has three axes: 1) the *vertical axis* represents the traditional organizational or institutional needs in promoting the community decisionmaking processes; 2) the *horizontal axis* represents informal or lay citizens' needs as they relate to promoting the community decisionmaking processes; and 3) the *hypotenus axis* which bisects this angle is where the horizontal and vertical axes may join in developing ideas, concepts and solutions to community problems.

The model involves sharing, trusting, understanding and accepting meanings, ideas and concepts on the part of individuals working together from formal and informal community organizations. Figure 2 (Levels of Communication) illustrates where communication, education and creativity may take place when the components of the model are combined correctly. Tankersley indicated that creativity in solving

Figure 1. The Formal-Informal Integration Model

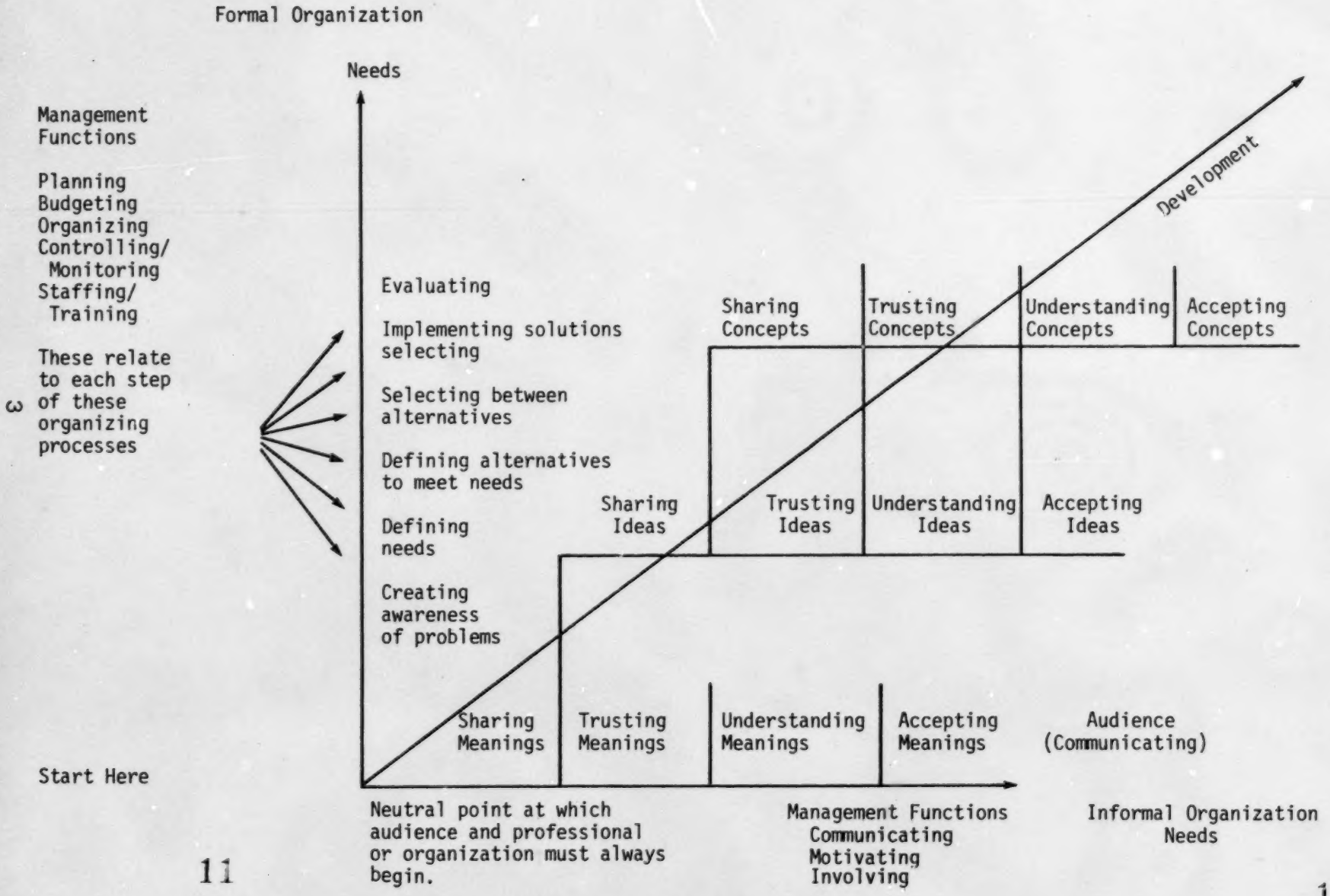
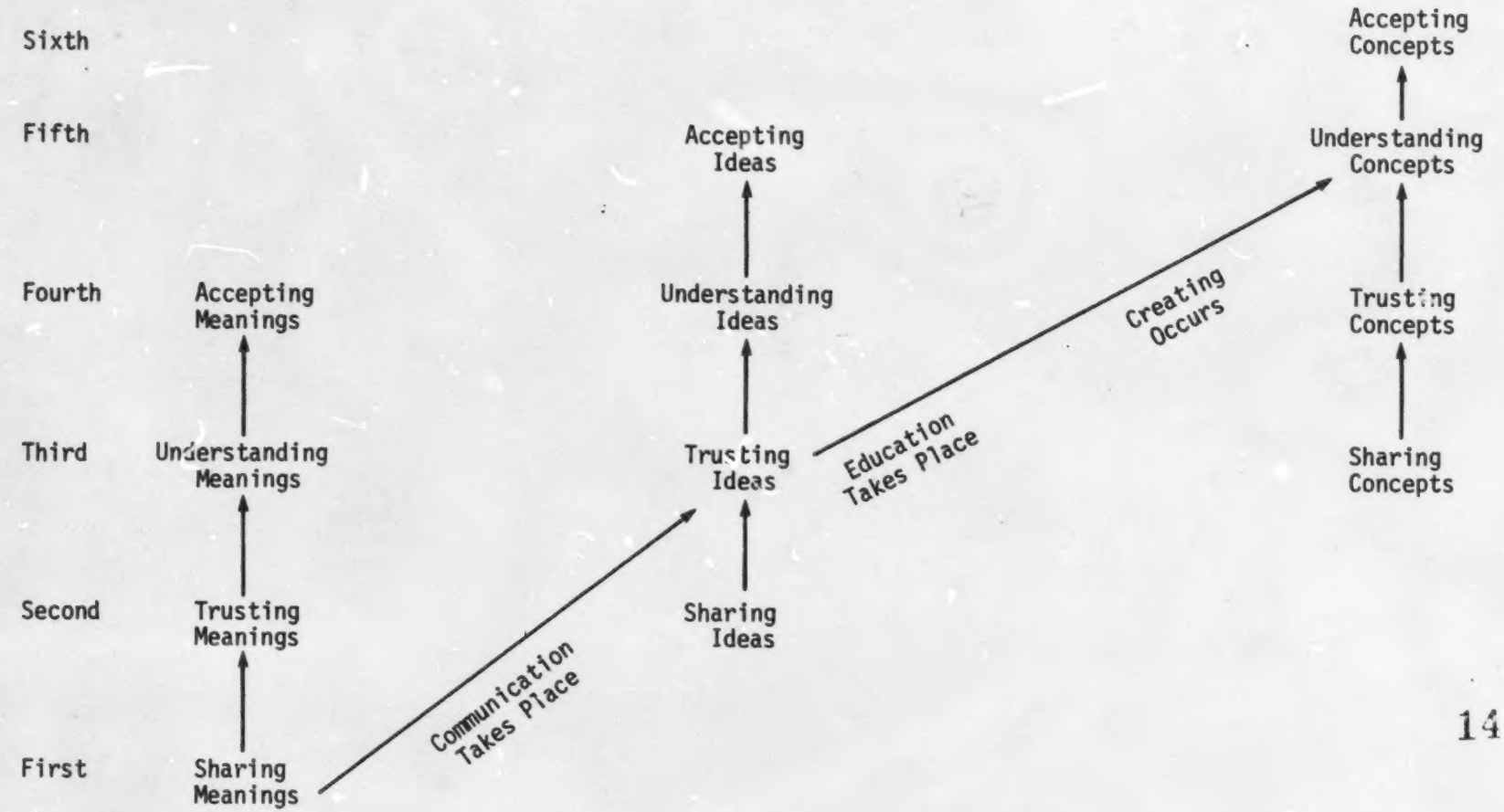


Figure 2. Levels of Communications.



community problems is more likely to take place when individuals in a group have the same, clear definition, of the problem. Each individual in a group may have a clear definition, but it may be a different clear definition.

When we impose the Guba-Getzel theory as it is diagramed in Figure 3. as a social process on Tankersley's model, one may note that the behavior of organization members is influenced both by organization expectations and personal need-dispositions.

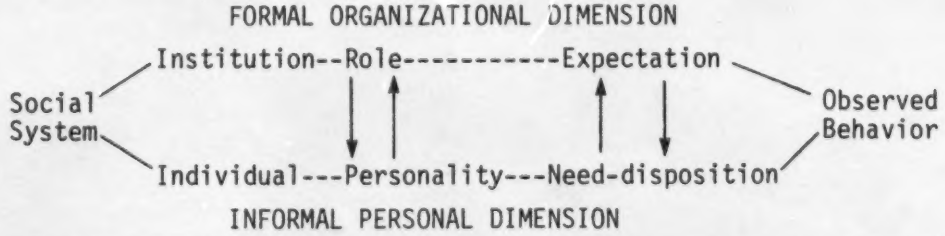
Let's review briefly the Guba-Getzel theory and Moser's three styles of leadership as presented by the author as a handout at the workshop.

The Guba-Getzel theory as a social process suggests two dimensions which tend to influence the behavior of individuals in an organization. The two dimensions are: 1) the institutional and 2) the personal.

The institutional dimension elements influencing behavior are considered to be the various institutional roles identified within the institution and the role expectations. The roles in an institution are defined as the positions or offices established to provide leadership to the organization. In an educational institution, such roles as teachers, supervisors, teacher educators, superintendents are identified. People have an image of certain traditional actions that are associated with these roles and expect the person playing the role to act accordingly. This traditional action is considered to be the role expectation. Hence, the institutional dimension is defined and established in tradition.

The personal dimension elements influencing behavior are considered to be: 1) the personality of an individual and 2) his need-disposition. The personality of the individual deals primarily with an individual's traits and habits or attitudes. The combination of how a person thinks he should react to certain objects in his environment and the action he expects as a result of his action is considered to be a person's need-disposition. In Figure 3, the Guba-Getzel theory is shown as it has been diagramed by the author.

Figure 3. - The Guba-Getzel Theory



[1]Howard Tankersley, "Some Thoughts about Federal Programs and Community Development, and about the Role of the CD Professional". Program Leader, Community Organization and Leadership Development, SEA-Extension, Washington, D.C.

The arrows in Figure 3. indicate the direction of interaction relating to conflicts that may occur and influence the observed behavior.

Moser defines three styles of leadership from the Guba-Getzel model.[2] These three styles of leadership are: 1) the organizatonal style, 2) the informal personal style and 3) the transactional style. The *formal style of leadership* is characterized by behavior stressing goal accomplishment with strict adherence to rules, policies, regulations and central authority. Little consideration is given to individuality.

The informal style of leadership is characterized by behavior stressing the individuality of people. Little concern is given to rules, regulations, policies and central authority. The individual is of utmost importance.

The transactional style of leadership is characterized by behavior that emphasizes goal accomplishment, but also considers the need-disposition of individuals. An effort to balance the institution and personal behavior is given the utmost consideration in the transactional style of leadership.

The Guba-Getzel theory as a social process has been used by educators, administrators, teachers and researchers in forecasting and controlling the behavior of educational personnel and the clientele served by education. Total involvement of the educational personnel including the noninstructional staff would provide the educational staff with the opportunity to develop an understanding and/or be aware of the values and goals established traditionally or otherwise by the institution and the individuals in the social system.

The understanding of values and goals can be an integrating dimension in the Guba-Getzel theory. It can reduce the conflicts that may exist between the individual's personality and the institutional role. It also shortens the gap that may exist between the individual's need-disposition and the institution's role expectation. This integrating process generally leads to behavior compatible to accomplishing the goals of the institution. Hence, by implementing the Guba-Getzel theory by using Moser's transactional style of leadership, educational practitioners can insure that the goals of the institution will be accomplished.

Application of this theory makes the educational practitioner a mediator between the formal (institutional) and the informal (personal) dimensions. As a mediator, the educator becomes a spokesman for the institution explaining its objectives and procedures. He or she also listens to members of the institution to

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[2] Ronald F. Campbell, Luvern L. Cunningham, Roderick F. McPhee, The Organization and Control of American Schools, p. 245-49, Charles E. Merrill Publishing Co., Columbus, Ohio. A Bell & Howell Co., 1965.

determine their feelings about certain institutional objectives and policies and tries to find out why they feel the way they do about these policies and objectives.

This mediation process is an important tool of leaders. It helps them gain the trust of the clientele they serve and encourages this clientele to be more productive. One of the roles of a leader is to be a mediator between the role expectations of the institution and the personal dispostions of members of the institution.

Tankersley made reference to the mediation process in reviewing the Guba-Getzel theory as a social process in the following presentation to the workshop participants.

"Some Thoughts about Federal Programs and Community Development and about The Role of the Community Development Professional"

Federal assistance to local communities in their community development efforts is almost always given through professional employees of one or more agencies. Such assistance (or interference as it is often seen) is most often given on the assumptions that: 1) the professional, armed with gifts, grants, loans or other aid from his agency can *solve problems for* the community; and 2) the way to solve problems for a community is to *define the problem(s) for them, tell them* the solution(s), and *provide grants, loans or gifts* to implement the solution(s). This approach absolves local citizens and leaders of all responsibility for anything except rubber stamping applications. If local people are in favor of the action, elected officials can take credit for providing it at a low cost. If it is not accepted favorably, local officials could claim that they were only meeting the *requirements* of federal programs or regulations. Neither the problems nor the solutions, in these cases, are the local people's, but the agency's and its employees'. Thus, Community Development workers in federal programs most often operate as *problem area specialists.*

According to Rolan Warren, in his book Perspectives on the American Community (1966), problem area specialists are task oriented. They focus on a particular task--a new clinic, a social service, a water system. They are highly specialized and expert in some field. The specialist is likely, in other words, to know better than the community's citizens what the community needs. Thus, the specialist is paternalistic. The paternalism is consistent with the mission of the agency which is defined in the legislation creating the program that is being promoted. Success in the agency may be measured by how well the specialist helps the agency meet its organizational objectives.

Problem area specialists may be democratically oriented with respect to group self determination, but by the very nature of their roles, they cannot encourage the community to consider all the possible alternatives for community improvement. They come to the community to *sell* new ideas or services. Thus, they lean toward the ethical absolutist side, toward the side which *knows* what is *right* and wants the right to prevail. Therefore, they feel justified in selling whatever they are peddling at the moment.

If they are successful in activating their program, in inducing the community to construct, with agency participation, a water system or clinic, the impact of their work is bound to be disruptive. The power structure, balance of agency functions and other existing relationships are disturbed by institutional innovation. Their loyal group, those citizens who helped put across the improvement, may have created antagonisms in the process and also will share in the repercussions of the change.

This problem-area-specialist concept of community development is used, consciously or unconsciously, by most of the academic disciplines and by most government agencies. The concept is consistent with the way most professionals are trained and with the license or degree awarded to a student at the end of a prescribed course of study.

This specialist's behavior is reinforced initially by an agency employing such specialists because the selling of clinics, new social services and water systems is consistent with the organizational needs of the agency.

Professional assistance to individuals and communities, given on the assumptions discussed previously, is usually offered by one of two approaches. The straight forward approach is to request an audience with government agencies or other power figures and/or community leaders to discuss the professional's ideas.

Social gamesmanship is another approach. In this approach, carefully controlled exercises are conducted during meetings with local organizations or governing bodies. Leading questions calculated to elicit a desired response are asked, or other variations of the social game "I'm Only Trying to Help You" described by Eric Berne in Games People Play (1967), are played. The purpose of the game approach is to create the illusion that the agency is only responding to the needs identified by the community's leaders or governing officials. These behaviors on the part of Community Development professionals are consistent with: 1) the way they have been taught in their professional training--through lectures and carefully controlled exercises, by an "expert" who is sanctioned (licensed) by an institution, discipline or agency; 2) the role of the problem area specialist; and 3) the need of the agency to meet its programed objectives.

Some agencies and some professionals subscribe to an alternative concept of community development. This, too, is described by Warren. He discusses the nonspecialist or the process person as a community developer. Process persons' chief concerns are with what happens to the interrelated parts of the community in planning, coordinating and changing. They are permissive and egalitarian rather than paternalistic. Their orientation is toward the relationship of the parts of the community to each other. They are interested primarily in what happens to the acting people and groups in the community. Their attention is on how they determine what to accomplish and how they organize to accomplish the goal. They are most interested in facilitating the efforts of the community to find *right* solutions to its problems. In doing so, they place greater weight on the rightness of whatever decision the community makes in a democratic manner than on whether or not a problem gets solved. They lean toward ethical relativism, being less sure of what is right and being unwilling to impose their right as they see it, on others. In other words, they are unwilling to share their technical knowledge, except about group processes, with the community.

The problem in all this is that neither of these concepts holds an answer for effective development in the community. The problem area specialists, supported by their agency, disrupt the local scene and disrupt local power systems, vested interests and eventually become *poison* to local citizens who share with them the ill will of those affected if they are successful in achieving their aims. They are seen by their agency superiors as "boat rockers" because the agency feels the repercussions leveled against the professional. The process persons, in failing to deal effectively and realistically with the power and leadership systems in the community, will find the efforts of the groups they are working with blocked at every turn. Therefore, the people they work with become discouraged and often cynical. They will become disenchanted with community action, they may succumb to cynicism, drop out or become alienated, and/or become a problem area specialist.

The basic problem stems from community development workers who opt for one or the other of the extremes identified above. The need is to integrate the two concepts into one effort resulting in effective professional and agency assistance in developing community action without making the community development professional persona-non-grata in the community and without disrupting the development processes already at work in the community. Such integration requires a look at some assumptions that are different from those posed previously. Consideration must be given to some different assumptions about community development, professionals' roles and how federal agencies can help.

1) Only people who have problems or feel they have problems can solve them.

2) The role of the professional in dealing with individuals or communities is to help those who have problems find their own solutions, rather than find or provide ready-made solutions.

3) Volunteer participants in community development activities are there to make communities more livable; to learn how their communities can cope with outside (sometimes federal) demands made; or to learn how to deal with controversial issues within the communities.

4) Everybody wants to improve personal effectiveness or productivity and every community wants to improve its viability. This can be done if the proper approach is adopted.

This fourth assumption addresses the issue of motivation. Community development professionals and agency administrators become concerned about how to motivate citizens to increase the viability or livability of their communities. These concerns grow out of the professional's needs or the agency's needs to be heard, to be in control, to be seen or recognized, to be supported by the public, to meet agency objectives or to have people rely on it.

These are the agency's or employee's needs. Therefore, the professional wants people to help her/him meet her/his and the agency's needs. If the community leaders do not seem interested, the professional becomes concerned about motivating them. The professional has these needs, the people in communities do not.

Individuals and community groups want to work on their problems--problems which they should enjoy direct benefits from solving. People are motivated the day they are born: first to seek gratification of their physical needs and then to seek satisfaction of social or humanistic needs. Individual and community problems relate to satisfying these needs. Therefore, the professional's role is limited to assisting the individuals and community groups in identifying and defining <u>their</u> problems. When people are unwilling to work on problems which professionals or agency representatives see, one of four conditions probably exist: 1) the people do not see the situation as a problem; 2) if they see it as a problem, it is of less importance to them than something else; 3) they do not see any possibility of solving the problem; or 4) the costs of solving the problem is seen as being too great.

5) People in communities or groups have within that community or group nearly all of the knowledge, skills and resources essential to solve most of their own community or group problems.

Effective development is based on sharing the knowledge and skills of the individuals within the community or group. The professional or agency representative can help. To be successful, the professional must start with this.

The best approach to federal agency involvement in community development is to provide a development experience which:

1) Allows all participants, including agency representatives or employees, freedom and encourages them to become deeply and personally involved in integrating the needs of their organization (agency) with the needs identified by the community's citizens.

2) Allows and encourages the community's citizens to first capitalize on their own experiences and strengths and on their own resources in implementing needed changes.

3) Allows the community's citizens and the agency's employee(s) or representative(s) to gain from each other's experiences and strengths.

4) Allows the community's citizens to first gain from each other's experiences and knowledge; to identify information, knowledge, or resource gaps; and then to gain from the outside (federal agencies) those resources and that knowledge or information needed.

The federal agency role, then, is to provide that knowledge, that information or those resources which can be constructively used without disrupting the process of development in the community.

Making this happen is the challenge and the responsibility of the community development professional. These are the *different results* expected from operating on the *different assumptions* identified earlier.[3]

Chapter III

GLEANINGS FROM THE SEMINAR AND LABORATORY SESSIONS

In Chapter II, a model, a technique and some principles that could be useful in working with lay citizens to improve their leadership skills were discussed. During the discussion, a strategy for working with community lay leaders in helping them improve the quality of life in their communities surfaced. That strategy was referred to as a development experience by Tankersley. (See above.)

During the seminar, session participants attempted to develop a better understanding of the model, techniques and principles introduced during the workshop's opening general session. This is related to working with lay citizens to improve their skills in: 1) leadership identification, 2) group motivation and 3) group dynamics. The following thoughts were derived from written reports on what was discussed during the seminar sessions.

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[3]Ibid. Howard Tankersley.

Leadership Identification

After reviewing the reports on leadership identification from the various seminars, the following statements by Howard Tankersley summarize very well the concepts discussed during these seminars:

It is absolutely impossible for all citizens, or even a majority of citizens in a community, to be *involved* in making decisions and taking action in the community governing process. It *is* possible for the great majority to *participate* vicariously. To assure that the great majority of citizens can participate vicariously in decisionmaking in the governing process, it is necessary for the elective body or decisionmakers to identify and listen to the *leadership systems* in the community rather than the power systems. The leaders chosen by local citizens through informal channels have a sympathetic relationship with community's citizens; the power system does not.

The number of people who are licensed as leaders will depend upon the size, complexity and nature of the community including things such as heterogeneity/homogeneity, cultures represented, variety and level of economic activities, etc. In a community, no single individual will be seen as a leader for all phases of community activity, nor will any individual be seen as a leader or for any single area of community activity by all subgroups in the community. Different people will surface as leaders among different subsets in the community and for different areas of community life or activity.

It is ticklish business for the stranger in town or for members of the elected or appointed governing bodies or agencies to identify the leadership system. The residents not in the community power system know who they trust and look to for leadership on each area of community activity. The need is to get these people to share this knowledge with those who must appoint advisory bodies, consulting groups, commissions or boards which advise on community decisions and actions. Also, it is necessary to get those who must make such appointments to identify and appoint the appropriate leaders from the community rather than people from *power systems*.

Reputational surveys and decisions analyses have been used in the past to identify leaders. Sometimes such efforts have succeeded in doing just that. But, more often, such efforts have resulted in identifying members of power systems. Asking local citizens reputational survey questions relating to "who gets things done" will result in identification of power actors. Decision analysis is but another form of reputational survey. It identifies, after the fact, who held visible and high status positions in causing something or somethings to happen. Many reputational surveys of the past do the same thing. Reputational surveys deal with people's opinions or observations. Decision analysis deals with *documented* evidence from official records and/or news accounts.

Decision analysis and reputational surveys asking "who gets things done" (who is visible in the structural activites of the community) will identify the high status power actors and their lieutenants. Reputational surveys, asking "What are the community issues you consider important", and "who do you trust to represent your views in resolving them?" (who do you communicate with on an interpersonal and intergroup basis?) will result in identifying those leaders to whom people look for specific kinds of community activities--those people with whom they have a sympathetic relationship. However, since communities are pluralistic in nature, if the leadership system--that set of leaders who are licensed by the great majority of the community members--is to be found, the investigator will need to contact members of each of the subsets or groups within the community. The whites cannot speak for the blacks, the middle class cannot speak for the poor, the uneducated cannot speak for the educated, conservationists cannot speak for the developers, the east side cannct speak for the west side, farmers cannot speak for the small businessman, men cannot speak for women, adults cannot speak for youth, and governing officials cannot speak for anybody. The investigator will need to gain responses to specific kinds of community concerns and activities, and he must gain them from all subsets within the community.

If and when local governing bodies begin identifying the community's leadership systems, most of us in universities, local, state and federal agencies will find that we are not in these systems. People in the kinds of positions most of us hold are more likely to be seen by a community's citizens as members of power systems than as members of leadership systems. Citizens elect power figures in our elections (structured decisionmaking activities). They choose leaders in informal ways (interpersonal and intergroup communicating).

In fact, we are members of community power systems which control some of the resources essential to affect change, with tentacles stretching from the state capital to the local hamlet and from the county to Washington, D.C., with arms reaching into the highest levels of power in the private sector. We, as well as the county or parish commission, the city council and the regional planning commission, must identify and work with the leadership systems in local communities if we are serious about citizen involvement and/or participation in the processes of governing our local communities, our states and our nation. We must never make the mistake of assuming we are members of the leadership systems. Such error leads us to thinking that the next lower echelon of a bureaucracy comprises the *grass roots* of our social system. It must all begin at home in our local communities and with us. Therefore, we must first share with each other the knowledge contained herein, we must learn to trust it, to understand it and to accept it and then we must share it with local governing officials. Or, we must generate other more accurate and/or complete knowledge about citizen involvement and participation.[4]

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[4]Ibid. Howard Tankersley.

Group Motivation

The reports on the seminar sessions dealing with group motivation dealt with the principle "that people want to improve personal effectiveness or productivity and every community wants to improve its viability and they will do so if they can find out how."[5] The principle is adequately described under assumption number four on page 11 of this report.

The following narrative, "On The Art of Herding" was introduced and discussed at one of the seminars. It may help us gain some insight on how some people view the *art* of being a leader.

ON THE ART OF HERDING

Slightly revised from an original translation

by Donald K. Darnell

(Note: This translation of an ancient manuscript in an unknown language had recently been completed by the use of highly sophisticated redundancy analysis. The author is also unknown, but the age of the manuscript and the content suggest Noah as a likely source.)

Having had recently what is, hopefully, a unique experience, and at the moment having nothing better to do, I have decided to set down what I have learned about the Art of Herding both for my own amusement and for the benefit of my sons and theirs.

The first thing I would mention is that almost all animals love freedom and cannot be expected to submit passively to the desire and direction of a herder. They are not inclined to understand why they should go from where they are to another point, or why anyone should direct them to do so. They are, therefore, naturally inclined to evasive action and seeming perversity. The direct route to the objective is not always the most effective route, for if they are permitted to meander as is their normal wont, they will of their own will seek the high ground and the richer fodder, though they may not choose the path prescribed by the herder. If a mild manner and a light hand allows them to choose their own course (if not the objective), they will arrive sooner and in better form and spirit. Abrupt movement, loud noise, or any hint of urgency is apt to cause them to scatter in all directions or elect some course that leads to delay or even destruction.

A second point about the lot before I turn to the particular kinds of beasts. Upon finding what it is that a kind of beast desires, mark a path with that in some abundance and seek a vantage point from which you may secure him and reassure him when he has led himself where he would not be driven. Food and drink or the

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[5] Ibid.

company of their kind will often serve, but some there are which seem to want nothing so much as their own freedom, that neither salt nor tea will entice. In that event, the illusion of escape will be avidly pursued.

In my youth, I was taught certain sequences of movements which I have come to think of as a herder's dance. Such things now appear to be of more value in amusing other herders after their flocks are penned than in penning the flocks. I have, in fact, known some herders to become so immersed in the performance of these rites that their flocks were lost. I do not, therefore, deign to describe that other art but do insist, in every case, that the herder must be swift of eye and fleet of foot, and that he must know his beast. And, if he has enough of the latter he may do with less of the former. And so it is that old men and small boys are often set to the same task, the one to accomplish with wisdom what the other achieves with the vigor of youth. Better it would be if vigor did not depart until wisdom had arrived, but so it is with any art.

I will now set down some things about specific kinds of beasts. As we cannot delay the departure of vigor, we must hurry the arrival of wisdom if the art of herding is ever to be perfected.

Of domestic beasts I would say nought, for one may usually know the individual beast so well that any general rule would do more to blunt common sense than to sharpen the understanding.

Of fowl, domestic and otherwise, although not properly considered beasts, all that I have said before may be applied to fowl of all kinds. They are, however, more inclined to fright than most and require such gentleness and patience that I have found it better to catch them on the roost, bind their feet together, and transport them by other means. To attempt greater kindness is almost certainly exasperating and on one occasion did cause the fowl to suffocate themselves in a pile. They were then no good to me, nor to themselves, nor to continue their kind.

Of serpents: These are, perhaps, the most difficult beasts to herd as they are seemingly the most apathetic. They require sustenance only infrequently and are content to lie up and sleep the greater part of the time. They seem incapable of movement early in the day when other beasts are the most lively. Then, in the heat of the day when sleep comes on the weary, they are inclined to go quietly each his own way. Yet, as a group in the world of beasts, they seem to have survived longer than any other.

Of giraffes and other tall beasts: The giraffe, though he seems an ungainly beast, is a mighty runner and difficult to handle. His head, though seeming small, is filled with lofty thoughts; his fodder is beyond the reach of most beasts so that he thrives where others starve and wastes away on that which is good forage for the common herd. The greater problem with herding the giraffe is,

however, that from his towering view he often sees the herder's bluff for what it is. He is, for all these reasons, best handled in small numbers and with considerable support.

Of bears and other furry beasts: Those beasts whose skins are worn chiefly for ornament, and especially bears, cannot properly be herded, but they may be driven. They are more easily driven downwind, for the scent of the unknown is more frightening to them than the sight of the familiar. If one must herd bears or others of that kind, it is best he know that they are well fed and which way the wind blows else they may fare better than he. Except that grizzly bears are best left to do as they please.

Of monkeys and other climbing beasts: Since the usual fare of these beasts is mostly found in vines and trees, they must be permitted to browse there, or they must be provided for. Since they collect their own fare with greater ease than it can be collected for them, in the long run it is better to deal with them on their own terms as the lesser inconvenience.

What is said of monkeys may be said of most beasts. They are easier to control out of their natural habitat. For when they are removed from their natural forest or plain, wherein they are self-sufficient, they become dependent upon the herder for their very existence. And the price of such dependence is submission to the herder's control.

I find the writing of this journal more strain than I had thought, so I will end it with a note on how it may be completed. I have found it useful to ask young men for advice on the herding of sundry beasts. What they lack in experience they often replace with imagination. Strangely, they often show surprising wisdom for their years, and stranger still, the advice they give may even be applied to the management of men. For man, having been created on the last day, seems to possess every quirk of every other beast. *And in any crowd of any number some will be found which follow the rule of another beast that came before.*

There are those which are prone to fright and suffocation; those which are prone to define for themselves that which is best and each go his own way; those who are tall enough to see the herders dance for what it is; those for which the means of sustenance is of a nature that is exceedingly difficult for the herder to provide; those which must be driven, but only at a great risk to the herder; and those which are best left to do as they please.

It is well that you consider what I have set down and add to it,for our continuance may depend on the development of art.[6]

[6]Address, original publication media and date unknown.

Group Dynamics

The thoughts relating to group dynamics were adequately summarized by the following presentation by Daniel S. Kuennen.

Community Development Through Group Process

A) One approach to community development utilizes the expertise and collective decisionmaking ability of the small group.

We need only stop and review past activities to realize that the successful ones included the use of a number of persons working together to accomplish an agreed upon goal. That is why civic, fraternal, social, business and such organizations frequently call together committees, task forces or study groups.

Some innovative and resourceful persons have studied the activities of groups. Their investigation has shown that certain patterns of functions reoccur within groups. The term adopted by them for these patterns is *group dynamics*.

Most patterns are learned behavior. In other words, other groups can duplicate those functions which are beneficial for them. Let us consider some of the major points. Five basic group functions are:

1) *FORMATION:* This includes all purposeful activity aimed at bringing together individuals for a common purpose.

2) *INCLUSIVE:* Since most newly formed groups represent a variety of personalities, ideas, backgrounds and possible fields of action, they have a wide variety of ideas to choose from. This appears to be natural since their options are open-ended to some degree.

3) *EXCLUSIVE:* It is only after several meetings that a group begins to pinpoint issues and narrow its field of action. At this time, the group has to begin a *weeding out* process to decide where it wants to go.

In order to judge which areas should remain open for the group, specific decisions must be made based on their values. These decisions may be of a long range nature. If they are, then they are incorporated as goals. If, on the other hand, the area decided upon as being important is immediate it then seems reasonable to use it as the basis for a project.

4) *IMPLEMENT:* The action phase includes the outline for the project, coordination of proposed activities and leadership appointment.

5) *REVIEW:* Upon finishing a project, or even during its planning and execution, hard questions are asked concerning how well the task was accomplished. The group looks at itself to clarify and sharpen its view of how it worked towards its goal.

For our purposes, however, namely to establish action oriented groups, these functions are too general. Community action groups require a more detailed set of plans or methods, and within each of the functions specific procedures must be spelled out.

B) *GROUP METHOD:* A 10-point program has been developed to guide groups through the requirements of problem solving.

1) *ORGANIZE:* This aspect of group life falls under the function of formation. It involves all those areas which help initiate and maintain a group. The formal working structure of the group may be bylaws, rules or statutes.

There is little doubt that to organize includes many secondary functions. Here only two are noted:

Leadership and direction are both needed for a group to function. These two pull together different people and ideas into a common bond. Rules alone are not enough because rules cannot prescribe remedies for problems within the group which occur daily as it meets. Good leaders fill the gap between the rules and helping the group to work together.

2) *IDENTIFY PROBLEMS:* Before deciding on a solution or plan of action, one must have a clear view of the problem. General definitions of the problem become blurred especially when detailed plans are proposed. Wise groups formulate their problems in simple language to avoid misinterpretation.

The group may *brainstorm* for several sessions allowing each a chance to present problems from his viewpoint. This is important for two reasons: First, each member feels a part of the process and second, a more varied analysis of problems can be attained than by permitting one or two persons to dominate. Do not, during this period, mistake the symptoms of a problem for the real problem or cause of the problem.

For example, having a youth group clean an area littered by trash may produce a cleaner highway, but your real area of concern should be to stop the source of litter, possibly passing motorists. Tighter ordinances will help stop such occurences.

It has to be determined what the resources are, who allocates or distributes them, and how the group can get them. Are they within the group, surrounding community or some other area or locale?

If the group wishes to determine its resources, it can simply compile a self-study or biography of the members. For large problems requiring a diversity of resources, a more detailed inventory of resources may be compiled. Many problems will fall within national, state, regional and community levels at the same time. It is worthwhile to be specific in analyzing the group's resources for clear identification of the level of the problem.

3) *INVENTORY RESOURCES:* Resources mean human as well as material. It is that *something* extra which is available for use by a group for its purposes.

4) *STUDY SPECIFIC ISSUES:* The group soon sees that short discussions are not sufficient for properly handling some problems. Having presented very general areas for the group's consideration, smaller groups are formed to follow up leads.

The general meeting in which the whole group participates is an open forum for suggestions, hunches and observations, and maybe even hearsay. It is not, however, worth the entire group's time to discuss an issue without the needed facts.

For this reason, a study group assumes the roles of researcher and educator for the group. Reports are made by this group which include recommendations, plans and strategies.

5) *SET PRIORITIES:* Up to this point, most of the group's energy has been directed toward gathering, assimilating and listening to ideas. If it was satisfied with this minor objective, little would be accomplished, simply because no direction or convergence of the group's opinion has been reached on what to work on first.

It is necessary for the group to devise a method for *zeroing in* on that one problem which the group can agree upon as being important enough for its attention and still keep the commitment of its members.

Questions are asked such as, "Can we do it?", "Will it get support?", "Is it really a problem?" and "How relevant is this problem and to whom?".

At this point some feelings can be injured as a member's proposal may be eliminated. This is precisely the reason for allowing each member to present her/his ideas for everyone to review and discuss. The member must feel she/he has been able to freely share information.

6) *SET GROUP GOALS:* Once the field has been narrowed, the final recommendations are accepted as goals for the group.

7) *STRATEGY/PLANNING/AGENDAS:* The group returns to study committees to reevaluate the problem and solutions identified. It now attaches to the original proposal specific courses of action for the group to follow. It may choose to itemize every detail or restrict itself to an informal statement of purpose.

8) *COORDINATE:* Since the group's area of action also includes other agencies and organizations it takes notice of their operations. The group does this to avoid repeating already existing projects or to give needed support to worthwhile projects. An interagency or liaison person or committee provides the network for informing the community about its project.

9) *EXECUTION:* The *carrying out function* can be handled in different ways. Usually someone is delegated the power to lead the project.

The administration of a project differs with each project. For example, if the project is solely a consulting role, the organization required would differ from a directive role. The first constitutes a looser framework whereas the second calls for a tightly drawn line of command. The consulting group merely makes information available to the general public or officials on a particular problem. A directive group actually works on the solution by themselves. To efficiently carry out its tasks, responsible members are selected for getting the job done.

In both cases, positions are filled in accordance with the type of project. If other groups are working on a problem, a coordinator will help avoid duplication. For extensive correspondence, a secretary will have to be selected. As can be seen, the type of work chosen will dictate the group's organization.

Secondly, groups are identified as either *ad hoc*, *traditional* or *adaptive*. The *ad hoc* group usually forms itself around one special issue. Once that particular issue is resolved, the group disperses. Some find new goals or issues to continue their interests. *Traditional* groups, such as service clubs, have many purposes or one. They can be general to include many areas of need or continuing concern. The *adaptive* group is a community improvement committee or any group with similar goals. It is formed with the intent of helping the community but fully recognizes that the needs of the community change.

10) *EVALUATE:* During the entire process discussed, time is set aside for the members-at-large or designated persons to speak out to the group as its "conscience". They analyze, in an objective manner, how the group worked toward its goal. Their duty is to review the group's work so as to help it improve.

They also report on the project or task. It is necessary for the group to *spell out* its goals for the project. Consequently these

same goals will be the measuring rod by which the group judges its performance.

It may be profitable to investigate both the impact and the coverage of the project. Therefore, if the project specified that 50 park benches were to be renovated, the person evaluating coverage would count the number of benches completed. This, however, is not sufficient because the benches completed may not have been the ones used by the public. An impact survey uncovers whether the project has actually met a community need and, if so, if it was a quality job.

One might say that the coverage of a project is usually numerical, a mere counting of objects finished--while impact is qualitative--it asks the question "how good was the product?" or "was it really needed?"[7].

The flow chart diagramed in Figure 4 expresses one possible combination of the group method just discussed.

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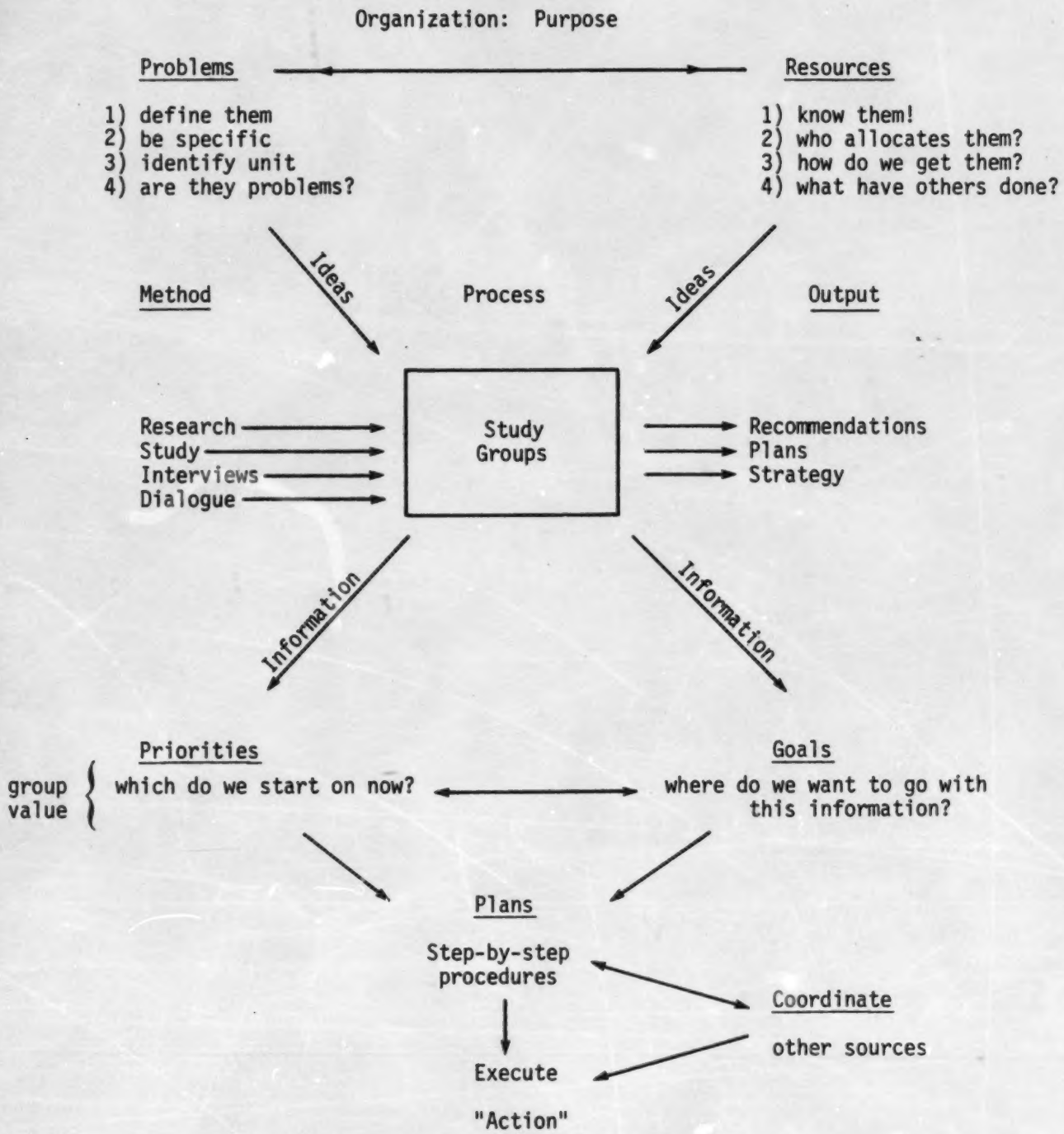
[7]Daniel S. Kuennen, area agent, Community Resource Development for Kent and Sussex counties, Cooperative Extension Service, University of Delaware, Newark, DE 19711.

Figure 4. Group Dynamic Flow Chart.



[7] Ibid. Daniel S. Kuennen.

Chapter IV

CONCLUSIONS, FOLLOW-UP AND FUTURE CHALLENGE

Conclusions

The data from the overall workshop evaluation, (See Appendix B) indicate that the three major objectives of the workshop were fairly well met. In fact, the weighted score was 2.76, close to a score of 3 which was rated as good.

How the participant rated the information gleaned from the seminar and laboratory sessions is documented in Appendixes C and D.

The author believes that a higher score on all parts of the evaluation of the workshop would have been made if those of us involved in planning and conducting the workshop, especially the author, had adhered more closely to the formal-informal integration model discussed at the planning meetings and during the workshop. In order to be creative members of a group, people must share the same definition of the problem.

Follow-Up and Future Challenge

The annual plan of work for FY 1978 described in Figure 5 was developed as a result of the workshop activities. Two Maryland Cooperative Extension Service community development agents working with Maryland Cooperative Extension Service community development specialists and citizens in their counties are in the process of implementing this annual program of work.

A year after the workshop, a follow-up survey is to be sent to the workshop participants to find out what they may have done in their county to create leadership development in the community as a result of the information learned from the workshop and what other activities and materials they would like to see developed.

The challenge is to continue to develop, to improve upon and use productive group dynamic models and techniques in identifying community leaders that will help us to share with them their definition of community problems and together become creative in solving them.

Figure 5

INDIVIDUAL PLAN OF WORK AND ACCOMPLISHMENTS
FY 1978 (Oct. 1, 1977 - Sept. 30, 1978)
Maryland Cooperative Extension Service

POW Page No. 2

Co/Dept. 1890 Extension Programs

Name Louis C. Thaxton

Soc Sec. No. 3 8 3 2 2 1 3 2 3

Planning Unit Code 6 0

NOTE: *If a given annual objective is planned as general income and low income, the general and low income programs must be documented on separate forms., with all codes except $\frac{1}{C}$ identical*

Co. Faculty (✓) Ag.___ CRD___ 4-H___ H. Econ.___ Mar. Sci.___

Annual Obj.	Area Emp.	State Obj.	Sub.	Comm	Aud. Type	Days Planned	Days Expended	I C	Key Words (Maximum of 25 Characters including space between words)
679	20	729	433		80,62 84	75		1-2	DEV, COMMUNITY LEADERSHIP

Description of Problem or Situation

Maryland Cooperative Extension Service, University of Maryland, College Park, Eastern Shore (MCES) faculty, lay citizen, leading individuals and various interest groups have identified a need to work together over an extended period of time to develop organizational or institutional arrangements to improve the quality of life in their communities, i.e. housing, education, recreation and other community facilities and services.

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Long Range Objective (Related to One State Obj.)

Citizens, especially the hard to reach, unreached and limited resource individuals in a community in two counties to develop and/or improve an organizational or institutional arrangement to facilitate improving some aspect of the quality of life in their community.

Annual Objective

MCES faculty and citizens in a community of two counties to work together in improving their knowledge of community organizational structures, social and political processes in arriving at community decisions relative to improving some aspect of "the quality of life" in their community.

Plan of Action (Planned) | ✓

A. Work with MCES State and field faculty, and citizens in two counties in developing and conducting leadership activities for solving a real community problem.

B. Develop a community leadership handbook (guide) based on experiences and/or activities of the above mentioned leadership activities. This handbook will include information gleaned from the May 1977 activities of the MCES workshop, "Developing Community Leadership-Lay Citizens."

Progress Toward Objective – Evaluation

Circle Report: 1st Qtr. 2nd Qtr. 3rd Qtr. 4th Qtr.

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EVALUATION LEVEL		
Long-Range Objective Reached	7	
Practice Change (Adoption)	6	
Knowledge, Skill & Attitude Change	5	
Clientele Reaction (Acceptance)	4	
Clientele Involved	3	
Teaching Activities Performed	2	
Preliminary Activities	1	

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Appendix A

WORKSHOP PROGRAM ACTIVITIES

Ella Fitzgerald Center for the Performing Arts

May 18, 1977

Developing Community Leadership - Lay Citizens

10:00 a.m. -- *Registration* - *Coffee and Pastries*
Nuttle Hall - UMES

Leon Johnson, Community Resource Development (CRD) Extension agent, Somerset county

Louis Thaxton, CRD Extension specialist, Maryland Cooperative Extension Service

Noon -------- *Lunch - "Dutch Treat"*

1:00 p.m. ---*General Session #1*----Louis C. Thaxton, presiding
Room 1124-A, North Wing

Welcome ----------Claud C. Marion
assistant director for 1890 Extension Programs, Maryland Cooperative Extension Service

The analogical framework for the laboratory and seminar sessions ----
and seminar sessions ----------"The Formal-Informal Integration Model", an analogical model.
Howard Tankersley, program leader, Community Organization and Leadership Development, ES/USDA

2:00 p.m.-- *Seminar Session #1*--- Developing a better understanding of the analogical model in relation to the workshop topics. Participants select a seminar to attend, not more than nine (9) persons per seminar group.

Seminar Groups

I. Lay Leadership Identification

Group "A" Leader ---------- Dan Kuennan, CRD specialist
University of Delaware
Delaware Cooperative Extension Service
Room 1103, South Wing

Group "B" Leader --------- Leon Johnson, CRD Extension agent
MCES - Somerset county
Room 1109, South Wing

II. Group Motivation

Group "A" Leader --------- William Turner, chairman, Social Science Department, University of Maryland, Eastern Shore
Room 1115, South Wing

Group "B" Leader --------- James C. Thomson, Jr., assistant director, Maryland Service Corps, Maryland State Department of Human Resources
Room 1119, South Wing

III. Group Dynamics

Group "A" Leader --------- Donald Leiter, director
Delmarva Ecumenical Agency
Dover, DE
Room 1114, North Wing

Group "B" Leader --------- John Snyder, program specialist
Rural Development Service, USDA
Room 1124-A

Coffee breaks may be taken anytime during the seminar or laboratory sessions. South and North Wing hallway

3:00 p.m. ---------- *Laboratory Session #1*- "Improving your community leadership abilities in working with lay citizens." Participants will be assigned to laboratory groups and work with that same group in all laboratory sessions.

Lab Group "A" Facilitator - Eric Dashield, lay citizen
Easton, MD
Room 1124-A, North Wing

Reporter: Elaine Small, lay citizen
Easton, MD
Room 1124

Lab Group "B" Facilitator - Dorothy Black, director
Easton Neighborhood Center
Easton, MD
Room 1114, North Wing

Reporter: Richard Schukraft, Community Resource Development agent - Maryland Cooperative Extension Service - Washington county

Lab Group "C" Facilitator ---------- Edward Henry, lay citizen
Salisbury, MD
Room 1103, South Wing

Reporter: George D. Wood, CRD, Extension agent - Maryland Cooperative Extension Service - Frederick county

Lab Group "D" Facilitator ---------- Edward Conway, lay citizen
Hurlock, MD
Room 1115, South Wing

Reporter: Joanne Bordelon, 4-H & Youth, Extension agent, Maryland Cooperative Service - Anne Arundel county

Lab Group "E" Facilitator ---------- Leo McNeil, director
Community Service, Shore-Up!, Inc.
Salisbury, MD
Room 1119, South Wing

Reporter: Bruce Sorter, CRD & marine advisory program specialist, Maryland Cooperative Extension Service

Lab Group "F" Facilitator ---------- Margaret Mayer, lay citizen, Title VII project, director for MAC and nutrition coordinator for Dorchester Community Development Corp.
Room 1109, South Wing

Reporter: Dean F. Tuthill, CRD Extension specialist, Maryland Cooperative Extension Service

4:30 p.m. ---------- *ADJOURNMENT*

Dinner ---------- *"Dutch Treat"*

Thursday, May 19, 1977

Breakfast ---------- *"Dutch Treat"*

8:30 a.m. ---------- *Seminar Session #2*

The seminars held on May 18, 1977, will be repeated with participants selecting a seminar session they have *not* attended. These seminars will take place in the same rooms listed for the first seminars.

Coffee breaks may be taken anytime during the seminar or laboratory sessions.

9:30 --------- *Laboratory Session #2* - "Improving your leadership abilities in working with lay citizens." Participants will continue the laboratory activities started on May 18, 1977, in the same rooms listed for the first lab session.

Noon --------- *Box Lunch* - Room 1109, South Wing

1:30 p.m. ---- *Seminar Session #3*

The seminars held on May 18, 1977, will be repeated with participants selecting a seminar session they have *not* attended. These seminars will take place in the same rooms listed for the first seminars.

2:30 p.m. ---- *Laboratory Session #3* - "Improving your leadership abilities in working with lay citizens." Participants will return to their laboratory group and conclude the activities started in the first lab session on May 18, 1977, in the same rooms listed for the first lab sessions.

4:30 p.m. ---- *ADJOURNMENT*

Dinner ------ *"Dutch Treat"*

Friday, May 20, 1977

8:30 a.m. ---- *General Session #2* ------ Barbara Fontaine, presiding, home economics Extension agent, Maryland Cooperative Extension Service - Talbot county
Easton, MD
Room 1124-A, North Wing

"Sharing Workshop Experiences" (Reports and recommendations from laboratory session)

10:15 a.m. ------- *Coffee Break* - North Wing

10:30 a.m. ------- *General Session #3* --- Mary Moore, presiding, community development specialist, Extension home economics, Maryland Cooperative Extension Service
Room 1124-A, North Wing

Evaluation and Proposed Follow-Up ---------- Bruce Sorter,
Dean F. Tuthill,
Maryland Cooperative
Extension Service

Closing remarks ---------- William P. Hytche, chancellor
University of Maryland,
Eastern Shore

Noon ---------- *ADJOURNMENT*

Appendix B

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Overall Workshop Evaluation

Extension 15

Other 4

Please rate the items below with a check (✓) and answer the question as completely as possible.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (21)
1. How clear were the stated objectives of the workshop?	17	4			3.81
2. How well were the objectives met?	1	15	4	1	2.76
3. To what degree do you anticipate being able to apply the contents of the workshop?	5	10	6		2.95
4. How would you rate the handout materials?	7	11	3		3.19
5. How well would you rate the overall design of the workshop?	9	10	2		3.33
6. Was there opportunity for audience participation?	19	1		1	3.81
7. How would you rate the workshop facilities?	10	8	3		3.33

8. What is your opinion of the overall workshop length?

Too short ____ About right 15 Too long 4

9. Do you feel that you need additional information on the topics which were covered? Specify.

   a. More subject matter, depth, content (4)
   b. Tankersley's opening message, model not clear (3)

10. What other topics would you like to have seen presented?

   a. Practical use (3)

11. What would you suggest in the way of follow-up training?

   a. Follow-up workshops (4)
   b. More lay citizen involvement (6)
   c. Specific training for local needs (2)
   d. Periodic miniworkshops (2)

12. What did you like best about the workshop?

   a. Informality, small groups, social contact (16)
   b. Coming to UMES (2)

13. What did you like least about the workshop?

   a. Lab sessions too long (5)
   b. Not enough seminar time (5)
   c. Not enough agents, administration (6)
   d. Two days enough (3)
   e. Box lunch critique (2)

14. Other comments:

   a. Excellent planning (3)
   b. Not enough content material (2)
   c. Lack of support from UMCP staff and administration (2)

Appendix C

SEMINARS

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Lay Leadership Identification Seminar

Extension _____ Seminar Group No. (I,II,III) _____

Other _____ Group Leader (A,B) _____

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (23)
1. New ideas	6	10	6	1	2.91
2. Arouse interest	11	6	6		3.22
3. Related to your needs	5	13	5		3.00
4. Practical application	6	12	5		3.04
5. Degree objective achieved	7	7	9		2.91
6. Audience participation	12	9	2		3.43
					3.08

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Group Motivation Seminar

Extension _____ Seminar Group No. (I,II,III) _____

Other _____ Group Leader (A,B) _____

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (13)
1. New ideas	5	7	1	1	3.31
2. Arouse interest	7	3	3		3.31
3. Related to your needs	3	7	3		3.00
4. Practical application	6	6	1		3.38
5. Degree objective achieved	5	4	3		2.92
6. Audience participation	7	4	2		3.38
					3.22

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Group Dynamics Seminar

Extension _____

Other _____ Lab Group All

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (20)
1. New ideas	11	9			3.55
2. Arouse interest	6	14			3.30
3. Related to your needs	11	8	1		3.50
4. Practical application	6	13	1		3.25
5. Degree objective achieved	8	12			3.40
6. Audience participation	12	7	1		3.55
					3.42

Appendix D

LABORATORY SESSIONS

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Laboratory Session I

Extension _____

Other _____ Lab Group All

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (18)
1. New ideas	7	8	2	1	3.17
2. Arouse interest	9	8	1		3.44
3. Related to your needs	8	7	2	1	3.22
4. Practical application	5	8	5		3.00
5. Degree objective achieved	3	13	1	1	3.00
6. Audience participation	12	5	1		3.61
					3.24

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Laboratory Session II

Extension _____

Other _____ Lab Group All

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (8)
1. New ideas	1	3	3	1	2.50
2. Arouse interest	3	3	2		3.12
3. Related to your needs	1	5	2		2.88
4. Practical application	3	2	2	1	2.88
5. Degree objective achieved		4	3	1	2.38
6. Audience participation	4	3	1		3.38
					2.86

DEVELOPING COMMUNITY LEADERSHIP

May 18-20 1977

Laboratory Session III

Extension _____

Other _____ Lab Group All

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (16)
1. New ideas	5	5	6		2.94
2. Arouse interest	9	3	4		3.31
3. Related to your needs	6	4	6		3.00
4. Practical application	4	9	3		3.06
5. Degree objective achieved	5	4	7		2.88
6. Audience participation	9	4	3		3.38

DEVELOPING COMMUNITY LEADERSHIP

May 18-20, 1977

Laboratory Session Summary

Extension _____

Other _____ Lab Group All

Please evaluate this session for the following points by checking the appropriate response.

	4 Excellent	3 Good	2 Fair	1 Poor	Weighted Score (42)
1. New ideas	13	16	11	2	2.95
2. Arouse interest	21	14	7		2.83
3. Related to your needs	15	16	10	1	3.07
4. Practical application	12	19	10	1	3.00
5. Degree objective achieved	8	21	11	2	2.64
6. Audience participation	25	12	5		3.48

Appendix E

LIST OF REFERENCE MATERIALS DISTRIBUTED

The Theory And Practice of Community Development - A Guide for Practitioners, Donald W. Littrell, assistant professor, Department of Regional Community Affairs, University of Missouri, Columbia 65201.

Community Development - FFA Style -- Teachers Plan - The Future Farmers of America in cooperation with the Office of Education, U.S. Dept. of Health, Education and Welfare, Washington, D.C. 20202, August 1976.

Community Resource Development -- Reflections Upon Entering A Community, Daniel S. Kuennen, Area Agent, CRD, Cooperative Extension Service, University of Delaware, Newark, DE 19711 September 1972.

Community & Resource Development through Group Process - A Group Guide for Action, Daniel S. Kuennen, Area Agent, CRD, Cooperative Extension Service, University of Delaware, Newark, DE 19711 March 1973 (Extension Circular 133).

Change Implementation In Community Groups, Jerry W. Robinson, Jr. and Roy A. Clifford, University of Illinois at Urbana - Champaign, College of Agriculture Cooperative Extension Service, October 1974.

Community Report Card, Rural Development, U.S. Department of Agriculture, Room 242-E, Washington, D.C. 20250.

You Can Do It!, Rural Development, U.S. Department of Agriculture, Room 242-E, Washington, D.C. 20250.

Community Resource Development Information Publications, Dr. Bruce W. Sorter, Maryland Cooperative Extension Service Community Development Specialist, University of Maryland, College Park & Eastern Shore, 4109 McKeldin Library, College Park, MD 20742

Group Communication

"Group Communication Patterns and Roles"

"Modifying Group Roles"

"Characteristics of an Effective Group"

"Group Role and Process Analysis"

"Roles Relating to the Group Process"

"Sharing Feelings and Developing Understanding Through Pictures"

"Learning to Listen in a Group"

"Group Formation and Leader Selection"

"Program Planning by Group Process"

"Techniques for Dealing with the 'Definitely Wrong'"

"Leadership in Effective Groups"

"Basic Group Concerns"

"Organizing Successful Committees"

"Learning to Listen More Effectively"

"Learning to Use Body Language More Effectively"

"Learning to Express Feelings More Effectively"

"Learning to Give Feedback More Effectively"

"Technique for Generating Information"

"Locating Community Resource for Extension Education Programs

"A Personality Tool for Team Building"

"More Effective Project Planning"

"The 'Delphi' and Other Techniques for Group Decisionmaking"

"Learning to Paraphrase for Better Communication"

"Being Confronted and Confronting Others"

"Developing Human Relations Skills"

Coastal Zone Management -

"A Summary of the Coastal Zone Management Act of 1972"

"The Maryland Coastal Zone Management Program"

"A Summary of the Maryland Uplands Natural Areas Study"

"A Summary of Recreational Boating on the Tidal Waters of Maryland

Miscellaneous Subjects -

"An Idea or Solution Generating Technique"

"Community Change Models"

"Locating Community Leaders"

"Organization and Design of Discussion Groups"

"Future Resource Trends"

"Program Planning Through 'Microville'"

"Resources for Developing More Effective Communication and Human Relations Skills

"A Bicentennial Land Project"

"Group Problem Solving Process"

"Using Solar Heating to Stretch Heating/Cooling Budgets"

"Local Data Collection"

"An Organization and Communication Process for Community Development"

BIBLIOGRAPHY

Campbell, Ronald F., Cunningham, Luvern L. and McPhee, Roderick F., The Organization and Control of American Schools, Charles E. Merrill Publishing Co., Columbus, OH A. Bell & Howell Co., 1965.

Darnell, Donald K., "On The Art of Herding", Original publication media and date unknown.

Kuennen, Daniel S., Community & Resource Development through Group Process - A Group Guide For Action. University of Delaware, Cooperative Extension Service, Newark, DE 19711, March 1973.

Tankersley, Howard, "Some Thoughts about Federal Program and Community Development, and about The Role of the Community Development Professional", Program Leader Community Organization and Leadership Development, SEA - Extension, Washington, D.C.

_____. "The Formal-Informal Integration Model".

_____. "Levels of Communications".